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Resilient Reintegration Scale for Filipino Adolescents

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ABSTRACT

This study developed the Resiliency Reintegration for Filipino Adolescents (RRS-FA) and proposed a framework for resilient reintegration. A mixed-methods approach was employed to develop the instrument. The qualitative design explored the construct of resilience through 16 resilient individuals. A quantitative phase was followed by conducting psychometric processes and field testing on 501 university students to establish the validity and reliability of the instrument. This resulted in a valid and reliable instrument, the 45-item RRS-FA. The Principal Component Analysis yielded four factors: 1) Positive Self-Esteem, 2) Emotional Stability, 3) Evidence of Growth, and 4) Resources, including Spirituality and Social Support. The findings emphasized the importance of accessing these "resources" of spirituality and social support in sustaining resilience among Filipino adolescents.

Keywords: ***resilience, scale development, adversity, factors leading to resilient reintegration, counseling, risk factors***

Introduction

In counseling, it has been observed that many university students survive adversities with minimal distress and even achieve higher growth from experience. Knowing the factors that helped these adolescents successfully cope and measuring how they transformed seemingly negative events into something meaningful are important for developing interventions and programs that foster resilience, especially in the Philippines.

The Philippines is exposed to various natural and man-made disasters and is vulnerable to threats that put many individuals at risk. Despite this, many Filipinos bounce back readily after adversity and are called "resilient." While we may know resilience when we see it, counselors and psychologists have struggled to operationalize, measure, or promote resilience (Rosenberg et al., 2014).

Measuring resilience allows counselors to look at the factors that contribute to resilient reintegration. Resilient reintegration is determined based on evidence of growth and the achievement of additional protective factors such as strengthening resilient qualities (Richardson,2002). Knowing and measuring these factors can inform the development of resilience-based interventions and enable practitioners to study the outcomes of such interventions empirically (Earvolino-Ramirez, 2007). It is thus helpful to have an instrument or tool sensitive to the counselee's cultural background in assessing what helps build resilience. An important yet often overlooked issue when examining resilience is the sociocultural context in which an individual operates (Clauss-Ehlers, 2008; Malhoney & Bergman, 2002; Waller, 2001). Ungar and Liebenberg (2011) explained that measures usually lacked sensitivity to cultural factors that contextualized how resilience was defined by different populations and manifested in different practices. Understanding how a person adapts within the cultural frame from where competence emerges is a more sensitive approach (Waller, 2001).

Most studies on resilience have been conducted in the West, where individualism and self-reliance are valued. In other cultures, such as the Philippines, where relationships to family, community, social groups, and spirituality are important, resilience takes another shade of significance. The greater the range of relational and spiritual resources an individual has, the more likely it is for the individual to mount an adaptive response to a life crisis (Olson et al., 2004).

In Filipino culture, it is important to understand the underlying factors that facilitate resilient reintegration by developing an instrument for this purpose. The challenge is measuring these because few validated resilience evaluation instruments are available for young people in different cultural contexts (Henley, 2010). According to Luthar (2003), assessment scales must also be specific to an age group because every group has unique challenges. There is, therefore, a need to understand what protects adolescents from developing psychopathologies during adversity.

Cognizant of the need to consider individuals' sociocultural context (Clauss-Ehlers, 2008, Malhoney & Bergman, 2002; Waller, 2001) and age group, this study developed a valid and reliable instrument for determining the factors that contributed to resilient reintegration among adolescents who desired to adapt after an adversity and move on. Specifically, it determined the psychometric properties of the Resiliency Reintegration Scale for Filipino Adolescents and the factors leading to resilient reintegration.

Review of Related Literature

Approximately 50 years of research on resilience has brought forth various perspectives and voices (Werner, 1984; Rutter, 1999; Garmezy,1991; Luthar, 2003; Masten, 2001; Ungar, 2005). Despite the vast body of research, scholars define resilience in many ways (Carle & Chassin, 2004). Implicit in it are two critical conditions: (1) exposure to significant threat or adversity and (2) achievement of positive adaptation despite ma-

jor assaults on the developmental process (Luthar & Cicchetti, 2000). While resilience is examined across studies, there is little consensus on how researchers define "adversity" and "positive adaptation."

Four Waves of Resilience Research Studies

The evolution of resilience as a construct can be traced to four waves of studies (O'Dougherty et al., 2013). The first wave was characterized by the phenomenological identification of individual characteristics that helped people thrive despite adverse circumstances. The second wave showed how people could attain resilient qualities. This wave was concerned with the "process" of developing resilience instead of just examining the phenomenon of resilient qualities. The third wave was characterized by the concept of innate resilience (Richardson, 2002) and explored the identification of motivational forces within individuals and groups that drove them toward self-actualization in their lives. The third wave also included interventions informed by theory (Masten et al., 2006) and focused on creating resilience through interventions directed at changing developmental pathways. The fourth wave, which is currently on the rise, is "focused on understanding and integrating resilience across multiple levels of analysis, with growing attention to neurobiological processes, brain development, and the ways that systems interact to shape development" (Masten et al., 2006, p.16).

Theoretical Models of Resilience

The metatheory of resilience and resiliency is a highly respected theory in the resilience literature, and its applicability across different groups is well-established. Developed by Richardson (2002) and Richardson et al. (1990), this generic theory is a cornerstone in the study of resilience and provides a much-needed general approach not limited to specific populations. The theory has been referenced in numerous studies, demonstrating its significance and relevance to resilience research (e.g., Agaibi & Wilson, 2005; Campbell-Sills et al., 2006; Connor & Davidson, 2003; Denz-Penhey & Murdoch, 2008; Galli & Vealey, 2008; Gu & Day, 2007; Sinclair & Wallston, 2004; White et al., 2008).

In the model, resilience begins from a comfort zone or a state of bio-psycho-spiritual homeostasis, where physical, mental, and spiritual balance prevails. Disruption from this homeostatic state occurs if an individual has insufficient resources (i.e., protective factors) to buffer him or her against stressors, adversities, or life events. In time, an individual who has experienced disruption begins the reintegration process. This process leads to one of four outcomes— 1) resilient reintegration (where disruption leads to the attainment of additional protective factors and a new, higher level of homeostasis); 2) homeostatic reintegration (where disruption leads to people remaining in their comfort zones in an effort to "just get past" the disruption); 3) reintegration with loss (where disruption leads to the loss of protective factors and a new, lower level of homeostasis); and 4) dysfunctional reintegration (where disruption leads to people resorting to destructive behaviors, such as substance abuse) (Fletcher & Sarkar, 2013).

As critiqued by Fletcher and Sakar (2013), Richardson's model does not explain how metacognition and emotion affect reintegration (cf. Efkildes, 2008; Jager & Bartsch, 2006). Cognitive appraisal of emotions is an important aspect of the stress process, with Fletcher et al. (2006) suggesting those who demonstrate resilience appraise emotions as facilitative to one's functioning. Although Richardson's model of resilience has provoked an interdisciplinary exchange of multiple meanings, there is a need to re-examine Richardson's model and its explanatory potential. No research has been done to empirically test the model he proposed. New theories on resilience supported by data should be explored and developed to provide a greater understanding of resilience (Fletcher & Sarkar, 2012).

Garmezy et al. (1984) outlined three types of resilience models that could explain the construct, each involving factors that describe the relationship between stress and adaptation. These are the Compensatory Model, Protective Model, and Challenge Model. The Compensatory Model states that a resilience factor counteracts and operates in the opposite direction to that of a risk factor. A compensatory factor neutralizes exposure to risk. It does not interact with a risk factor but has a direct and independent effect on the outcome. The Protective Model, meanwhile, posits that resources/assets moderate or reduce the effects of risks or negative outcomes. Protective factors interact with risk factors to reduce the probability of a negative outcome and moderate the effect of risk exposure. A protective mechanism as an interactive process helps identify "multiplicative interactions or synergistic effects in which one variable potentates the effect of another" (Rutter, 1987, p. 106). Protective factors include high IQ, better cognitive abilities related to social know-how, better parenting, and higher socioeconomic status. The protective model is different because it indirectly influences the outcomes. Finally, the Challenge Model deals with the association between a risk factor and an outcome's circumstances. A risk factor or stressor is treated as a potential enhancer of successful adaptation, provided that it is not excessive. For instance, too little stress is not sufficiently challenging, and a very high level of stress can result in dysfunction. A moderate level of stress can provide a challenge and can strengthen competence if overcome. If a challenge is successfully met, it may help the person to prepare for the next difficulty. If efforts are unsuccessful, individuals may become increasingly vulnerable to risk. Resilience develops not through evasion of risk but by successfully engaging in it (Wald et al., 2006).

Rutter (1985) moved beyond the mere description of resilience phenomena to explain the underlying psychological process by which resilience occurred. He noted that a person's response to any stressor was influenced by his appraisal of the situation and his capacity to process the experience, attach meaning to it, and incorporate it into his belief system. It matters greatly how people deal with adversities and life stressors—perhaps not so much in the coping strategy employed, but in the fact that they do act and not simply react. People's ability to act positively is a function of their self-esteem and feelings of self-efficacy, as much as their range of problem-solving skills. Such a cognitive set is fostered by features as varied as secure and stable affectation, relation-

ships and success, achievement, positive experiences, and temperamental attributes. Such personal qualities are operative in their effects on interactions with and responses from other people, as in their role in individual responses to events. Successful coping with stressful situations can be strengthened throughout one's life. It is normal to meet these challenges and overcome difficulties. The promotion of resilience does not lie in avoiding stress but rather in encountering stress at a time and in a way that increases self-confidence and social competence through mastery and appropriate responsibility.

A few local studies have explored the resilience construct considering the Filipino culture. For example, Banaag (1997) explored the individual attributes associated with the resiliency of Filipino street children. From an interactionist perspective, he discovered that people and the environment were important determinants of resilience. Genetics and biological traits (e.g., easy temperament, disposition, and intellectual capabilities) as well as personality factors (e.g., self-efficacy, realistic appraisal of the environment, social problem-solving skills, sense of direction or mission, empathy, and humor) all influence the process. Additionally, it found that street children used coping mechanisms such as adaptive distancing, gender, and positive modeling. Furthermore, the study found that good parenting skills, family traditions and rituals, supportiveness of youth competencies or life goals, and extended family support networks were the external resources that these children relied on. He also counted school and peer protective factors, such as opportunities for involvement in school, and community protective factors, as external sources of support.

Gustilo (2012), meanwhile, studied the resilience experiences of Filipinos who transitioned from involuntary job losses. She identified 11 themes that emerged to reflect the internal and external resources that these employees utilized to mitigate the risks and rebound from job loss. Activating internal resources included openness and acceptance of change, the decision to rise above the loss, putting one's best self forward, self-awareness and understanding, and thinking positively or being hopeful and optimistic. Accessing external resources included openness to learning opportunities, proactiveness, financial planning and management, connection with people, active search for work opportunities, and faith in God. The connection between internal and external resources is interesting as the dynamics of accessing inner strengths and outside support help fortify resilience.

The role of protective factors in resilience has been investigated by several researchers (Caram, 2012; Tan, 2010). Evidence shows that the protective factors and resilience traits of males and females are similar (Tan, 2010). In this study, gender is not a factor to consider when discussing resilience. The protective factors are not predictors of resilience traits, except for caring relationships in school and among peers for males, and opportunities for meaningful participation in school for female students. While focusing on the resilience of adolescents during parental separation, the study revealed that adolescents with separated parents manifested moderate levels of resilience. Several protective factors that helped them cope with the adversarial challenges of divorce or

separation in their families and manifest resilience include personality, intelligence, spirituality, multiple attachments, parents or significant adults, peers, school, and communities. Similar findings were found by Lorenzo (2011), who developed the Filipino Reasons for Living Scale. He discovered four major domains among the protective beliefs held by Filipino college students against suicide: spirituality, family support, positive expectancy, and peer support.

Another study on resilience in Philippine culture was Bautista et al. (2001) who investigated the lives of Filipino children who experienced physical, emotional, and sexual abuse. They found that these children had inner courage, strength, and the capacity for restoration and exhibited remarkable resilience in the face of abuse by employing many strategies. They also displayed more action-oriented strategies. In response to these problems, they engaged in activities such as housework, studying, playing, singing, watching movies, finding something to do, and distancing themselves from their abusers. The most used internal coping strategies were those that required certain attitudes such as *pagtitiis* (forbearance), *di pagtatanim ng sama ng loob* (forgiving oppressors), *pagpapakabait* (being good), and *pagpapakalalaki* (taking things like a man). They found that resilient children had few unhealthy coping strategies, such as seeking attention, telling tall tales, smoking, and throwing tantrums. They concluded that many of these children survived because they had the innate capacity to guide themselves out of challenging situations and into a positive mindset through self-dialog. Among the strategies used to cope with adversities were the ability to learn from their experience, cope with spiritual resources, and have a peer group that provided enjoyable company in problematic situations. They highlighted that it was important to identify different categories of resilience, namely personality-related, value-laden, task-oriented, and effect-related descriptions.

In another local study, Alunan-Melgar and Borromeo (2002) interviewed 102 left-behind children from Laguna and Batangas. Results showed that positive personal characteristics, such as a sense of mission, strong self-worth, high emotional quotient, and at least average intellectual capacity, contributed to their resilience. Sta. Ana (2008) had similar findings when she conducted a battery of psychological tests on 205 students who were children of overseas Filipino workers (OFW) in selected colleges and universities in Batangas. She concluded that emotional quotients and personal control played important roles in psychological health and functioning.

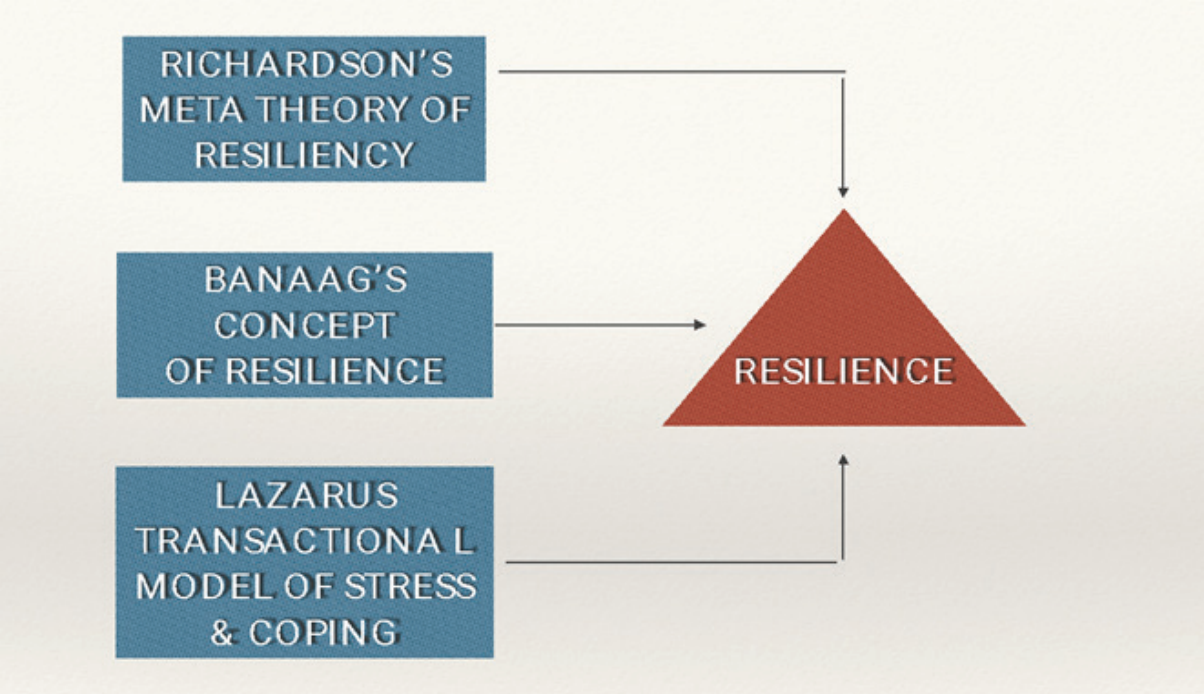
Bacus' study (2001) is equally and culturally relevant to the study of Filipino resilience. She focused on stress, coping, and resilience among disadvantaged rural children in Mindanao. She arrived at a resilience framework and explained that resilience was a multifaceted process and not a simple interaction between a person and his/her surroundings. It encompasses the dynamic interplay of risk and protective factors within both the environment and the individual. This process is dynamic, evolving through various interactions over time. It is an ongoing journey that unfolds throughout a person's life, highlighting the need to nurture and develop individual resilience strategies constantly.

Theoretical Framework

Figure 1 shows theories that guided the RRS-FA development. These are Richardson's Meta Theory of Resiliency (2002), Banaag's concept of Resilience (1997), and Lazarus's Transactional Model of Stress and Coping (1984).

Figure 1

Three Theories that Guided the Development of the RRS-FA



This research combined the processes involved in Richardson's theory of Resilient reintegration, Lazarus' coping with stress, and Banaag's concept of Filipino resilience growth aspect to understand better the construct of resilient reintegration and the factors leading to it.

Richardson's Meta Theory of Resiliency states that the process of resilience begins from a comfort zone or state of bio-psycho-spiritual homeostasis (Fletcher & Sarkar,2013). When stressors, adversity, or life events occur, a person's homeostatic state is disrupted. Usually, disruption from this homeostatic state occurs when individuals have insufficient resources (i.e., protective factors) to insulate themselves against stressors, adversities, or life events. Disruptions result in primary emotions such as hurt, loss, guilt, fear, perplexity, confusion, and bewilderment, leading to introspection. An individual who has experienced disruption eventually adjusts and begins the reintegration process. The question, "What am I going to do" will consciously or subconsciously emerge, which begins the reintegration process. This process leads to one of four outcomes: 1) *resilient reintegration*, 2) *homeostatic reintegration*, 3) *reintegration with loss*, and 4) *dysfunctional reintegration* (Richardson, 2002 as cited in Fletcher & Sarkar, 2013). Richardson's theory provides a detailed description of the processes and outcomes involved in the reintegra-

tion process. However, there is no mention of the underlying factors that constitute the process of resilient reintegration, and there is no scale to measure the construct.

On the other hand, Banaag (1997), the first Filipino psychiatrist who conducted a study on the resilience of Filipino street children, defined resilience in the context of Filipino culture as surviving and growing from negative life episodes. He captured the nuances of how and why Filipino street children coped with life adversity. He added during a personal interview that "the growth from negative experience means that the person becomes a better person as a result of the negative experience" (C. Banaag, personal communication, 2013). Through in-depth interviews with street children, he observed improved behavior and conduct due to adversity. In times of adversity, they banked on their worldview, which touched on spirituality and other cultural dimensions. The spirituality of Filipinos takes on faith in God, the *Bathala na* outlook (God will take care of things or leave it to Divine Providence), to surmount difficulties (Lagmay, 1997). Leaving things in God's hands builds optimism and hope. Culturally, the Filipino's sense of humor and his fun-loving methods help him deal with difficulties. The strong support provided by family, friends, and community is accessed in times of need and can influence resilience (Jocano, 1998). Enriquez (1989) also posits that *lakas ng loob*, a cultural value of Filipinos, is a key component of *pagbabagong-dangal* which allows people to face difficulties or death and maintain their dignity at the same time. The person's attributes and environment are necessary determinants of the resilience process (Banaag, 1997) because they help the individual withstand, recover, and grow from negative experiences.

Lazarus' Transactional Model of stress and coping (1984) is the third theory that guided this research. Lazarus posits a framework for evaluating the processes of coping with stressful events. He explains that stress response depends on people's understanding of stress sources, their ability to cope with these, and their skill at choosing from among the available social and culture resources (Lazarus & Cohen, 1977; Cohen 1984). When an individual is faced with a stressor, he evaluates the potential threat (primary appraisal) and judges the significance of the event as stressful, positive, controllable, challenging, or irrelevant. The second appraisal assesses people's coping resources and options (Cohen, 1984). Lazarus' model guided the scale development by providing the initial stage of coping when an individual is confronted with significant adversity.

Banaag (1997) affirmed Richardson's position that an individual tended to withstand, recover, and even grow from negative experiences. Meanwhile, Lazarus' ideas (Lazarus & Folkman, 1984) about an individual's appraisal of the gravity of adversity and one's coping resources were used to explore the factors that may facilitate or hinder the movement toward resilient reintegration. All three theories helped in understanding what a person was going through at each stage of the resilient reintegration process.

Methods

This study employed a mix of qualitative and quantitative approaches to develop the Resilience Reintegration Scale for Filipino Adolescents. The quantitative part em-

ployed principal component analysis (PCA) and internal consistency reliability procedures. Construct validity measured the extent to which the items on a scale measured the same construct (Nunnally & Bernstein, 1994), which was the product of PCA.

Scale development took a two-phase approach, sometimes called Exploratory Sequential Design (Creswell et al., 2003). The design started with qualitative data to explore the resilience construct among a chosen sample of resilient individuals. This was followed by a second quantitative phase by employing psychometric processes (developing the instrument, the RRS-FA). Figure 2 illustrates the methodology schema for instrument development.

Figure 2

Methodology Schema of Instrument Development and Procedure

Qualitative Data Collection	Qualitative Data Analysis	Qualitative Findings	DEVELOP INSTRUMENT	Quantitative Findings	Quantitative Data Analysis
One-on-One Semi-structured Interview	Coding Thematic Development	Describe Themes; Define Content Domain	Consider themes as subscales; Write items for each subscale	Survey with instruments; demographics	Factor Analysis; Scale reliability & Validity

The scale development was built on the interview and test results of the informants (resilient students) during the qualitative phase by identifying emergent themes. The items for the scale were developed from the themes and related literature. These are expounded on in the research instrument and instrument development sections.

Participants

This study involved three groups of research participants: the 16 "resilient" students who served as informants, the 501 undergraduate students from 12 colleges and universities in Metro Manila who took the field test, and the four guidance counselors who tried out the RRS-FA in the field.

Resilient Students. Sixteen (16) undergraduate students from some public and private universities and technical schools in Metro Manila were identified by their school's guidance counselors as "resilient" based on the following criteria: a) they went through a significant adversity in life; b) they were able to adapt and function effectively (i.e., academic competence) after the major adversity; c) they were not diagnosed with psychological illness. Most of the "resilient" students referred by their guidance counselors were 17 to 22 years old. There were nine females and seven males. Fourteen (14) were college students while two were vocational course graduates. Each participant reported having experienced major adversity in life, such as financial difficulties, separated parents, death of a parent, being adopted, academic failure, debilitating illness, disability,

bullying, and abuse. They were asked by their guidance counselors to see the researcher for the interview session, and their consent was sought.

Sample Students. The sample consisted of 501 undergraduates from private and public universities and colleges who took the field test, thereby providing data for the principal component analysis.

Instruments

The research instruments developed by the researcher were used in interviews with resilient students who served as informants. Semi-structured interviews were conducted to gather information from 16 resilient students.

Interview Guide. The interview guide had five parts: demographics, questions about resilience and dealing with adversity, a sentence completion test, a post-traumatic growth scale (Rahe, 2010), and essay writing on coping practices.

The demographics section included, among other things, questions about the family, such as the relationship status between parents, parents' occupations, living or not living with parents, and number of siblings.

The second part contained questions that elicited students' concept of resilience and their ways of dealing with adversity. These included the following: the type of adversity they experienced, their life before and after the adversity, most difficult crisis points, their beliefs, life goals and attitude, coping strategies, personal characteristics/qualities that facilitated dealing with adversity, the influence of external support, how adversity changed their inner self (personal strength, spiritual change, and appreciation of life), premorbid dispositions, and personality.

The third part, researcher-made Sentence Completion on Coping with Adversity (SCT-CA), consisted of 30-stem sentences based on Banaag's "Menu Guide to the Interview" (1997, p. 93-100). The respondents completed each sentence with the first thought that would come to mind. Their responses provided indications of their attitudes toward adversity and difficulties, beliefs about their competence in dealing with painful experiences, motivations to go on with life, attitudes toward people with problems, attitudes toward faith, and self-concept. Sample items included were: *Whenever I have problems, I _____; I regard problems as _____; When someone close to me has problems, I _____."*

Post-Trauma Growth Scale. The fourth part, the Post-Trauma Growth Questionnaire, is a standardized instrument. Rahe's (2010) rating scale was used to assess the positive outcomes of people who experienced traumatic events in life. The scale consisted of 25 items used to measure the change experienced after adversity. Some of the items were: *"I have greater appreciation for the value of my own life," "I am better able to express my emo-*

tions," and *"I am more inclined to be of service to others."* A high score of 70 % indicated a highly commendable change.

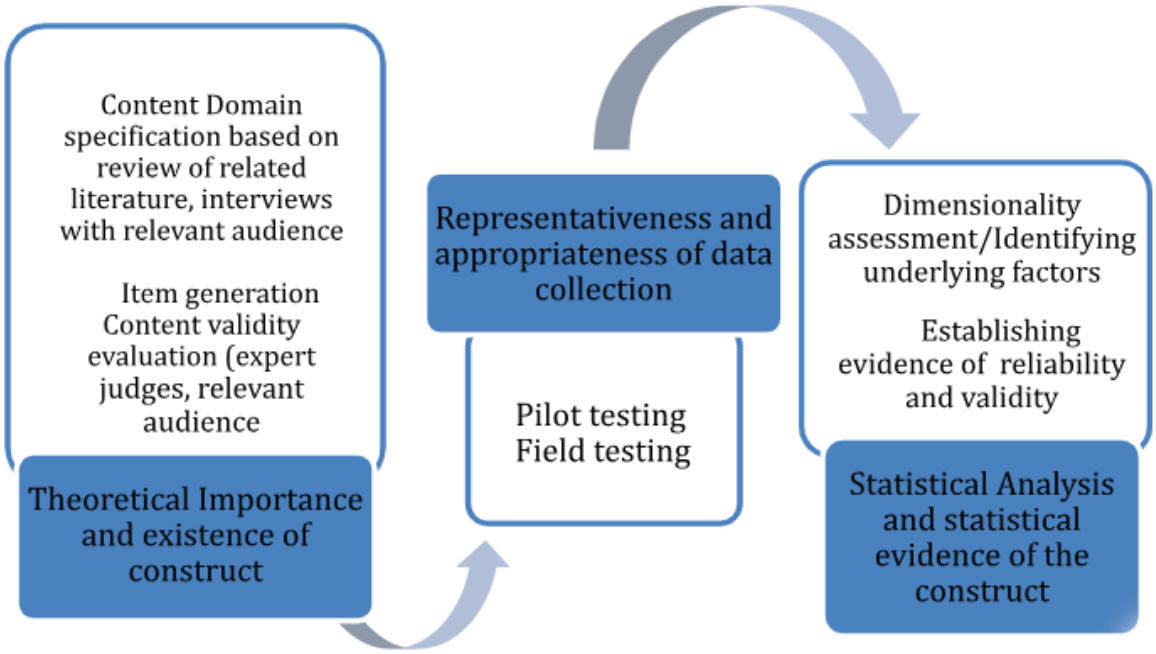
Essay. The fifth part asked 16 students to write an essay describing how they coped with a given adversity, using a set of guide questions. This was intended to discover the coping processes of individuals who experienced various types of adversity. They were guided by specific points that would help them recall the processes they went through from their initial reaction to the difficult situation, their adaptation to difficulties, the lessons they gained, and the meaning they ascribed to their situation.

Instrument Development Procedures

The RRS-FA was developed in three phases, as shown in Figure 3: 1) theoretical importance and the existence of the construct, 2) representativeness and the appropriateness of data collection, and 3) statistical analysis and statistical evidence of the construct (Slavec & Drnovsek, 2012).

Figure 3

Phases of Scale Development



Content Domain Specification. The development of the item pool began with a thorough review of related theories framing the construct of resilience. The theories that guided the development of the resilience scale included Richardson's Metatheory of Resilience (2002), Banaag's definition of resilience (1997), and Lazarus and Folkman's Transactional Model of Stress and Coping (1984).

To explore the contributory factors to resilient reintegration from an emic perspective, sixteen college students who experienced adversity and were perceived as "resilient" individuals by their guidance counselors were interviewed. Using a semi-structured interview guide, they were asked how they bounced back after a major adversity in life. They were also made to respond to a sentence completion test and growth scale, and write an essay about how they coped with difficult circumstances in life. Table 1 presents the coding process using Inductive Analysis (Thomas, 2006).

Table 1

Coding Process in Inductive Analysis

Coding Process				
Initial reading of interview data	Identify common themes 14 Themes generated	Label the themes to form dimensions 3 content domains identified	Create a model incorporating important dimensions Created a conceptual model and operational definition of each domain	Write Items for each dimension Wrote items per domain

The primary mode of inductive analysis led to the development of categories/themes from the data for the model or framework. The themes were analyzed within the theoretical framework and served as a backdrop. These led to a consistent pattern in the data, thereby showing a convergence between the themes and the posited theoretical framework. Themes connoting similar reintegration processes were combined to form the content domain. This led to three (3) identified content domains: positive appraisal, positive adaptation, and growth.

Item Generation. The scale items were written according to the content domains and themes. For each domain, items depicting resilient and non-resilient responses were developed.

Content Validation. The 90 items generated from the interview themes and related literature were subjected to content validity, which involved attesting to the adequacy of the sampling items. For this purpose, five experts examined the items and ensured that they pertained to resilience as a process. The experts were doctoral and master's graduates of clinical psychology, education, trauma, research, and developmental psychology. They had extensive experience with scale construction and counseling practices.

The experts classified the items individually according to the underlying processes of resilience based on the domains that surfaced in the interview results and the review of related literature that supported the identified processes- appraisal, adaptation, and

growth. However, before they performed the tasks, experts were also asked to understand the meaning of these concepts.

Pilot testing. Two classes at a private university and a group of college students from a public university, who were all affected by Typhoon Haiyan, were used to pilot test the 85-item scale. After the administration of the scale, reactions and comments from the students were gathered. Most students responded positively to the scale. Some commented that it vividly captured what they experienced when they encountered adversities. Many said that they could relate to the scale items. There were some words which needed clarification, like "compassion," "taking one's life," and "control over events." The researcher asked the students how they understood the terms and clarified their meanings.

Field testing. The pool of items was subjected to field testing. Field testing is important in scale development to generate data to be used in the conduct of the principal component analysis. The scale was field tested on 501 respondents.

Data Analysis

Identifying Underlying Factors in the Field Test Data using PCA. Principal component analysis (PCA) identified the factors underlying the field-test data. It provided a statistical basis for removing irrelevant or unnecessary items in the measure being developed (Anthony, 1999). It can identify the associated underlying concepts, domains, or subscales of a questionnaire (Oppenheim 1992; Ferguson & Cox, 1993).

Results

The study's findings are discussed in the following sections: qualitative results in relation to the emergent themes and evidence of the validity and reliability of the instrument.

Validity of the Instrument

Validity can be established both quantitatively and qualitatively (Field, 2009). Quantitatively, this study employed the concept of *unidimensionality* established through principal component analysis (PCA). This generated clusters of items that measured the same construct; hence, it was unidimensional. Data in Table 2, which summarizes the factor loadings by component, confirm this. If the items measure the same underlying construct, the instrument is valid.

Table 2

Summary of Factor Loadings by Component

Factor	No. of Items	Item Nos.	Factor Loading Min	Max
1	10	1, 5, 6, 7, 9, 10, 11, 23, 27, 40	0.422 -	0.850
2	11	13, 16, 18, 20, 25, 28, 30, 32, 33, 35, 38	0.446 -	0.871
3	17	2, 4, 8, 12, 17, 19, 22, 24, 26, 29, 31, 34, 36, 37, 39, 41, 42	0.424 -	0.768
4	7	3, 14, 15, 21, 43, 44, 45	0.511 -	0.878
Total	**45**			

For the qualitative component, this study employed experts who reviewed items regarding the theorized phases of resilience. This step constituted content validation. Content validity is based on the knowledge of experts familiar with the measured construct. Recognized experts evaluated whether the items assess a defined content (construct) and the degree of agreement about what the construct, such as resilience, represents. In the study, five (5) test measurement, counseling, and traumatology experts validated the scale. They examined the items along the concept of resilience and further categorized them into the theorized phases of the resilience process: appraisal, adaptation, and growth.

Reliability of the Instrument

Cronbach's alpha assessed the internal consistency of the Filipino Resilience Scale. In addition, the deleted item was used to assess each item on the scale. Any item whose deletion resulted in an increase in Cronbach's alpha was flagged for exclusion from the scale. The value of the coefficient of Cronbach's Alpha for the RRS-FA scale was α = 0.924 on standardized items. It also showed the internal consistency of each factor and the number of items with factor loadings greater than .5. The items were further refined by reducing the number of items to 45 using the table of communalities, factor loadings, and table of correlations as bases for item selection.

Table 3

Internal consistency of the Resilience Subscales

Resilience Subscale	Resilience Subscale	Cronbach's Alpha
Self-Efficacy	10	0.835
Emotional Stability	11	0.912
Evidence of Growth	17	0.885
Spirituality & Social Support	7	0.822

The coefficient of Cronbach's Alpha for the RRS-FA scale was 0.924 for standardized items. According to De Vellis (1991), instruments with an alpha of .80 -.90 may be considered "very good," while those above .90 are "excellent." Based on these criteria, the RRS-FA may be considered to have very good-to-excellent reliability levels. Based on this, RRS-FA is a valid and reliable instrument.

Factors Leading to Resilient Reintegration

PCA identified four factors: positive self-esteem, emotional stability, evidence of growth, and resources. The fourth factor, "Resources," recognizes the sources of support and their actual use in facilitating the coping process. The most common forms of resources among the sample adolescents were spirituality and reliance on social support.

Discussion

This section discusses the results of the major steps in the development of the RRS-FA: item writing and development of item pool, field testing, grouping related items into unidimensional clusters called factors using principal component analysis (PCA), and giving each factor a name, thereby confirming the presence of the various factors contributing to resilient reintegration.

Development of the Resilient Reintegration Scale for Filipino Adolescents (RRS-FA)

Item Writing and Development of the Item Pool. The development of the items was influenced by Richardson's Meta-theory of Resiliency (2002), Banaag's Concept of Resiliency (1997), and Lazarus' Transactional Model of Stress and Coping (1984).

Resilient reintegration occurs when disruption leads to the attainment of growth, knowledge, self-understanding, and increased strength of resilient qualities (Richardson, 2002). Banaag (1997) confirms this "growth" in his study of street children. This process is an introspective experience in identifying, accessing, and nurturing resilient qualities (Richardson, 2002). Although Richardson's theory provides a description of the reintegration process, there is no mention of the underlying factors that constitute

the process. The present study attempted to capture the factors using Lazarus' Transactional Model of Stress and Coping (1984), which states that the level of resilience achieved after adversity is influenced by one's appraisal of the event, and, later, his coping resources. Thus, it was deemed necessary to interview 16 "resilient" students to fill this gap. The interviews focused on the students' experience of adversity and how they struggled to rise above the difficult situation, a process that Richardson (2002) called "resilient reintegration." These students were referred by their guidance counselors as resilient individuals because they met the following criteria: (a) they went through significant adversity in life, (b) they successfully adapted and effectively functioned after the major adversity, and (c) they had not been diagnosed with psychological illness/disorder.

The accounts of each of the 16 resilient interviewees were documented. They were given fictitious names to ensure their confidentiality. The group was composed of seven males and nine females, with ages ranging from 17 to 24. Most of the adversities were about financial problems, parental separation, and the deaths of loved ones, among others. Each case showed the coping processes of each respondent, as gleaned from what they wrote in Sentence Completion Test and essays. The interviews yielded patterns and themes that contributed to successful adaptation and resilient reintegration. Evidence of growth and strengthened quality can be seen in these accounts.

Emergent Resilience Themes

The resilience themes were based on the in-depth interviews, Sentence Completion tests, and essays. The qualitative data of the 16 participants yielded 14 emergent resilience themes, shown in Table 4. The consistent factors that helped them bounce back from adversity were identified.

Table 4

Resilience themes identified in the interviews with informants and their frequencies

Resilience Themes	Frequency
Having an optimistic outlook in the midst of difficulties	14
Positive perception of one's ability to handle adversity	5
Being aware of one's strengths and weaknesses	8
Having determination	12
Being adaptable	5
Accepting the situation	11
Looking for ways to solve problems	14
Seeking help from God and doing spiritual activities	11
Relying on social support	8
Keeping self-occupied	10
No blame stance	14
Being guided by a sense of mission	4
Strengthened faith in God	14
Becoming more inclined to change for the better	10
Redirecting one's efforts to achieving greater meaning in life	10
Being more understanding to people undergoing difficult situations	7

Resilience Themes and Richardson's MetaTheory of Resiliency

The consistent resilience themes that emerged from the data revealed the underlying mechanisms employed by the respondents that contributed to resilient reintegration. Table 5 shows the distribution of resilience themes among the interviewees. Each case in which themes appeared in the narrative was classified according to the four outcomes of resilient reintegration (Richardson, 2002).

Table 5

Matrix of Resilience Themes per respondent

Case	1 Optimistic Outlook	2 Positive Perception	3 Self-knowledge	4 Deter-mination	5 Adapt-ability	6 Self-acceptance	7 Solves Problems	8 Praying to God	9 Support from People	10 Being Occupied	11 No Blame Attitude	12 Greater Faith	13 Behavior Change	14 Life Philo-sophy	15 Empathy	Outcome
Rosa	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	RR
Ronal	x		x	x	x	x	x	x	x	x	x	x	x	x		RR
Joey	x	x	x	x		x	x	x			x	x	x	x		RR
Loma	x		x	x	x	x	x	x	x	x	x	x	x	x	x	RR
Mona	x			x	x	x	x	x	x		x	x	x	x		RR
Adel	x	x		x		x	x	x		x	x	x	x		x	RR
Janet	x		x			x	x		x	x	x	x	x		x	RR
Dona	x		x	x		x	x	x	x		x	x		x	x	RR
Jill	x	x		x	x		x			x	x		x	x		RR
Grace	x			x		x	x	x		x	x		x	x		RR
Chito	x		x	x	x	x	x	x	x	x	x	x			x	RR
Berna	x			x		x	x	x		x	x	x	x	x		RR
Allan	x		x			x		x		x	x	x	x		x	RR
Gab	x		x	x		x	x		x		x	x	x		x	RR
Conrad								x	x							HR
Abby										x						RL

Legend:
RR = Resilient Reintegration
HR = Homeostatic Reintegration

According to Richardson (2002), the reintegration process leads to one of four outcomes: 1) *resilient reintegration* (where disruption leads to the attainment of additional protective factors and a new, higher level of homeostasis or growth); 2) *homeostatic reintegration* (where disruption leads to people remaining in their comfort zones in an effort to "just get past" the disruption); 3) *reintegration with loss* (where disruption leads to the loss of protective factors and a new, lower level of homeostasis); and 4) *dysfunctional reintegration* (where disruption leads to people resorting to destructive behaviors such as substance abuse).

The interviewees whose narratives manifested most of the themes (10 out of 15 themes) were considered to fall under the Resilient Reintegration outcome (Richardson, 2002). Those whose narratives revealed fewer than 10 themes were regarded as Homeostatic Reintegration, while those with only one or two were regarded as Reintegration with Loss. For instance, Conrad had only two resilience themes: "Praying to God" and "support from people," while Abby had only one, which was "being preoccupied." Both did not manifest the attainment of protective factors or growth themes. They were classified under "Reintegration with Loss" because, according to Richardson (2002), those under this category had a disruption that led them to lose protective factors and decrease levels of homeostasis.

Categories of Themes

Themes from all 16 interviewees were examined for links across all students' coping experiences. Although each case was unique, similarities and patterns were observed across the cases. The interviews with the 16 respondents revealed a consistent pattern of the processes that these resilient respondents underwent.

First, resilience was set in motion by a major adversity or life crisis that challenged and shattered the individuals' understanding of the world and their place in it. Once people adjusted to the situation, their reintegration was influenced by the way they oriented themselves to the future. Their cognitive perception of the self and view of the situation came into play. Inherent in the appraisal were their optimistic perceptions of the future and of themselves. Almost all participants agreed that optimism was something they could draw on and was exemplified by their persistent effort to continue working on a goal and not giving up, even during tough times. Indirect references to determination were made in both beliefs and cognition (*"kung kaya ng iba, kaya ko rin"*) or in behavior (*"hindi ako susuko, kakayanin ko ito"*). In other cases, the participants described behavior that reflected the capacity for endurance (*marunong magtiis*) and persistence through difficult times by expending extra effort (e.g., "I have explored all possibilities…even to the point that I became a household helper just in order to earn a living for my family"). They saw themselves as capable of solving their problems.

After having a positive view of the self and the situation, the participants coped with adversity. They selected ways of coping that were active and mostly problem-focused. Most of them did not remain passive and helpless during extremely difficult times and explored various possibilities to augment family income and lived within simple means. Two of them exhausted all means of augmenting the income of the family. One student volunteered to be a resource speaker (for a fee) in seminars, sharing her personal ways of surviving problems. Another whose parents were separated constantly reminded herself of her mission in life- to take care of her brother. She likewise learned to accept things as they came. The interviewee would always remind herself of this resolve, *"I cannot change people but I can change myself;" "It is only when you accept the situation that you will learn ways to move forward."* Many admitted that having a firm grip on emotions and not allowing painful experiences to affect one's life helped them survive the crisis.

Then, there was evidence of growth as the participants tried to make sense of the experience by considering the important lessons learned from adversity. Many were able to find meaning in the difficulties they experienced. As a result of these experiences, they acquired new perspectives in life; they became more understanding of the plight of people like them, engaged in social causes, and enriched the lives of other people. Survivors of calamities volunteered to help other victims rebuild their homes by raising funds and looking for possible help from organizations and friends. Instead of being embittered by their suffering, they mobilized neighbors to help each other. They acquired a new sense of mission to advocate for and improve the lives of others.

According to Folkman and Moskowitz (2004), coping is defined as the management of internal or external demands that strain or exceed a person's available resources. It is a complex and multidimensional process sensitive to both the environment and the personality of an individual. The types of coping identified in interviews with resilient individuals can be grouped into three types. Positive Appraisal is defined as reframing a situation to see it in a positive light (Folkman & Moskowitz, 2004) and the awareness of one's capability to handle adversity and assess it positively. Active Coping or Adaptation occurs when efforts are directed at solving or managing problems that cause distress (Folkman & Moskowitz, 2004). This includes strategies for gathering information, making decisions, and planning and resolving conflicts. This study defined it as the acceptance of the situation and creation of ways to cope constructively. Lastly, Growth- or Meaning-focused coping involves searching for meaning in adversity and drawing on values, beliefs, and goals to modify the meaning given to any personal response to a stressful situation (Folkman & Moskowitz, 2004). This study defined it as learning from experience and transcending it.

Content Domains Influencing Resilient Reintegration

Table 6 shows the content domains that influence resilient integration together with the themes for each category.

Table 6

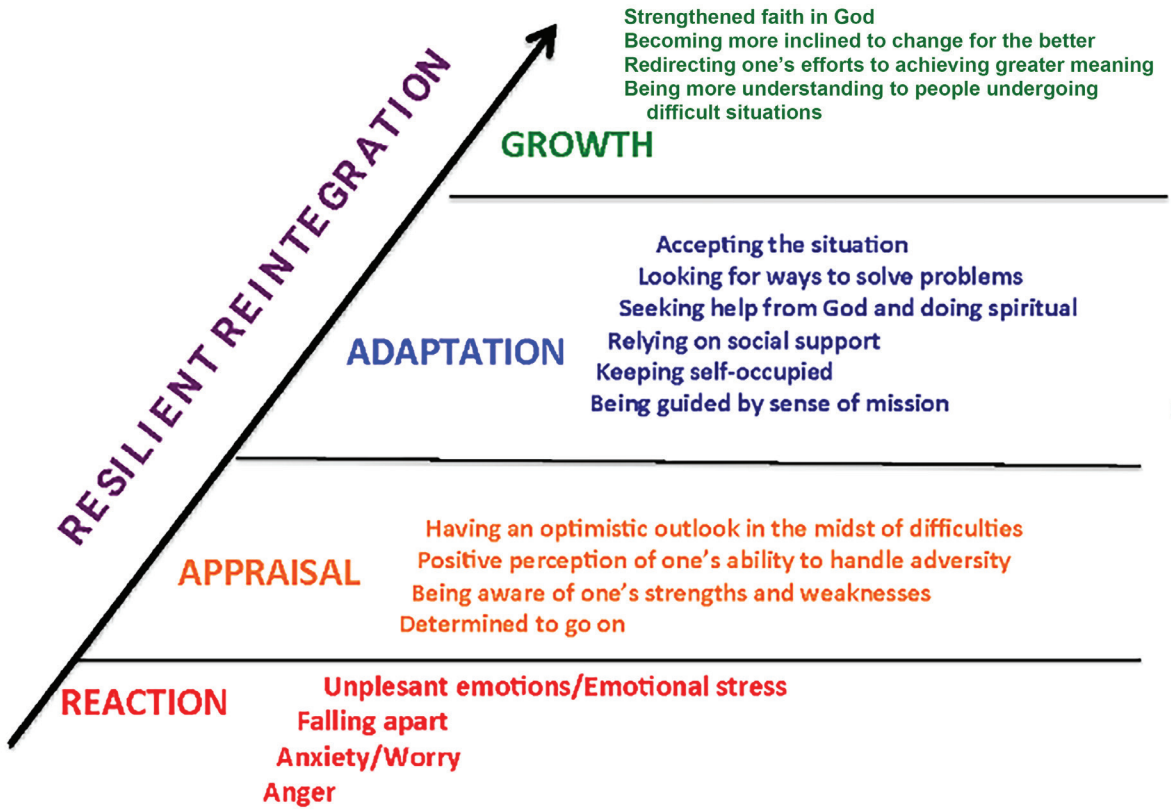
Content Domains Influencing Resilient Reintegration

Positively Appraising Self and Situation	
	Having an optimistic outlook in the midst of difficulties
	Positive perception of one's ability to handle adversity
	Being aware of one's strengths and weaknesses
	Having Determination
Active Coping	
	Accepting the situation
	Looking for ways to solve problems
	Seeking help from God and doing spiritual activities
	Relying on social support
	Keeping self-occupied
	No blame and victimized attitude
	Being guided by sense of mission
Growth	
	Strengthened faith in God
	Becoming more inclined to change for the better
	Redirecting one's efforts to achieving greater meaning in life
	Being more understanding to people undergoing difficult situations

Figure 4, meanwhile, shows the upward motion of the reintegration process from reaction to adversity, appraisal of the experience, adaptation, coping, and growth from the negative experience. The arrow indicates the process leading to the attainment of additional protective factors and a higher level of growth as the person's adversity is used to achieve greater growth. At each level, resilience themes can be added to the content domains, leading to resilient reintegration. Table 6 shows this.

Figure 4

Resilience Themes Grouped by Content Domain



Construction of Items. Based on the processes identified in the interviewees' responses, the researcher categorized the themes into three resilience domains: Positive Appraisal, Adaptation, and Growth. In each domain, some items were positively worded while others were negatively worded. Each domain had an adequate sampling of 30 items. Table 7 presents the themes and sample items.

Table 7

Themes Generated from Interviews and Sample Scale Items

Content Domain/ Definition	Themes	Positive Items Showing Resilience Themes	Negative Items Showing Non-Resilience
Positive Appraisal (awareness of one's capability in handling adversity and assessing it positively)	Optimistic outlook in life	I am aware of my strengths that help me handle difficulties in life	I question my ability to handle difficulties in life.
	Positive perception of situation	I see problems as challenges.	
	Self-confidence	I have greater feelings of self-reliance.	
	Being aware of one's strengths and weaknesses	I think of myself as a strong person.	
		I am confident of solving difficulties that come my way	
Positive Adaptation (acceptance of the situation and creation of ways to constructively cope)		During times of crisis, I know what will help me cope.	I question my ability to manage difficulties in life.
	Looking for ways to solve problems	I can think of other alternatives to solve my problems.	I am immobilized by feelings of depression when confronted by problems.
	Relying on social support	I count on my family in times of need.	During hard times, I do not know where to turn to.
	Resorting to faith and spiritual activities	Whenever I have problems, I draw strength from praying.	I have difficulty finding meaning in past painful experiences.
Growth (learning from the experience and transcending it)	Strengthened faith in God	My faith was strengthened after going through difficulties.	I find it hard to accept events beyond my control.
	Acceptance of situation	After a negative experience, I am more inclined to change things in my life that need changing	
	Inclined to change for the better	I am ready to move forward despite hardships.	
	Redirecting efforts to achieve more meaning in life	I became more convinced of my principles in life after undergoing difficulties.	

Content Validation. The 90 items were subjected to content validation by five experts, which involved attesting to the adequacy of the sampling domain of items. For an item to be retained in the item pool, at least four of the five experts should categorize the items uniformly. This is equivalent to an agreement of 80%. Thirty-eight or 90% of the items were retained while four items were dropped. Experts suggested adding more items to the list. The experts provided valuable comments on the improvement of these items. Most of their suggestions centered on making the statements more specific like changing *"harming myself"* to *"taking my life"* and *"challenges"* to *"difficulties."* On the other hand, one expert commented that some items might not be indicative of the resilience process, but the rest of the group overrode him. Two such items were: *"I can rely on people around me for support during times of difficulties"* and *"I count on my family in times of need."*

Adaptation had the highest number of items (37), almost half of the total (44%). It also had the greatest number of negative items (14). Appraisal and Growth had practically the same number of items at 23 and 25, respectively. Approximately half of the positive items were negatively stated.

Pilot testing. Two college classes from a private university were used to pilot test the 85-item scale. After the administration of the scale, reactions and comments from students were gathered. Most of the students responded positively to the scale. Some even said that it vividly captured what they were going through when they encountered adversities. Many said that could relate to the scale items. There were some words which needed clarification like "compassion," "taking one's life," and "control over events." The researcher asked the students how they understood the terms and then clarified the meaning to them.

Field testing. A pool of 85 items was subjected to field testing. Field testing is important in scale development to generate data for the principal component analysis. The scale was field tested with 501 respondents.

Identifying Underlying Factors in the Field Test Data Using the PCA. The principal component analysis (PCA) was used in identifying the factors underlying the field test data.

Preliminaries: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity.

Before conducting the PCA, two statistical procedures were performed: determination of the KMO measure and Bartlett's Test of Sphericity. A KMO value of 0.917 established the sampling adequacy for the PCA. Bartlett's test of sphericity (X^2 = 17488, df = 2, p = .001) indicated that the correlations between items were sufficiently large, allowing for PCA. Table 8 presents the KMO and Bartlett's test results.

Table 8

KMO and Bartlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.917	
Bartlett's Test of Sphericity	Approx. Chi-Square	17487.97
	df	3570
	Sig.	.000

The PCA resulted in four unidimensional groups of items (factors). The initial extraction indicated 19 factors with eigenvalues greater than one. However, Catell's scree plot showed inflections that would justify retaining the four components. Figure 5 shows a scree plot identifying these four factors. The scree plot is a graph of the eigenvalues against all factors and is useful for determining the number of factors to retain. The point of interest is where the curve begins to flatten. In this graph, it can be observed that the curve begins to flatten at Factor 4.

Figure 5

Scree Plot Showing Four Factors

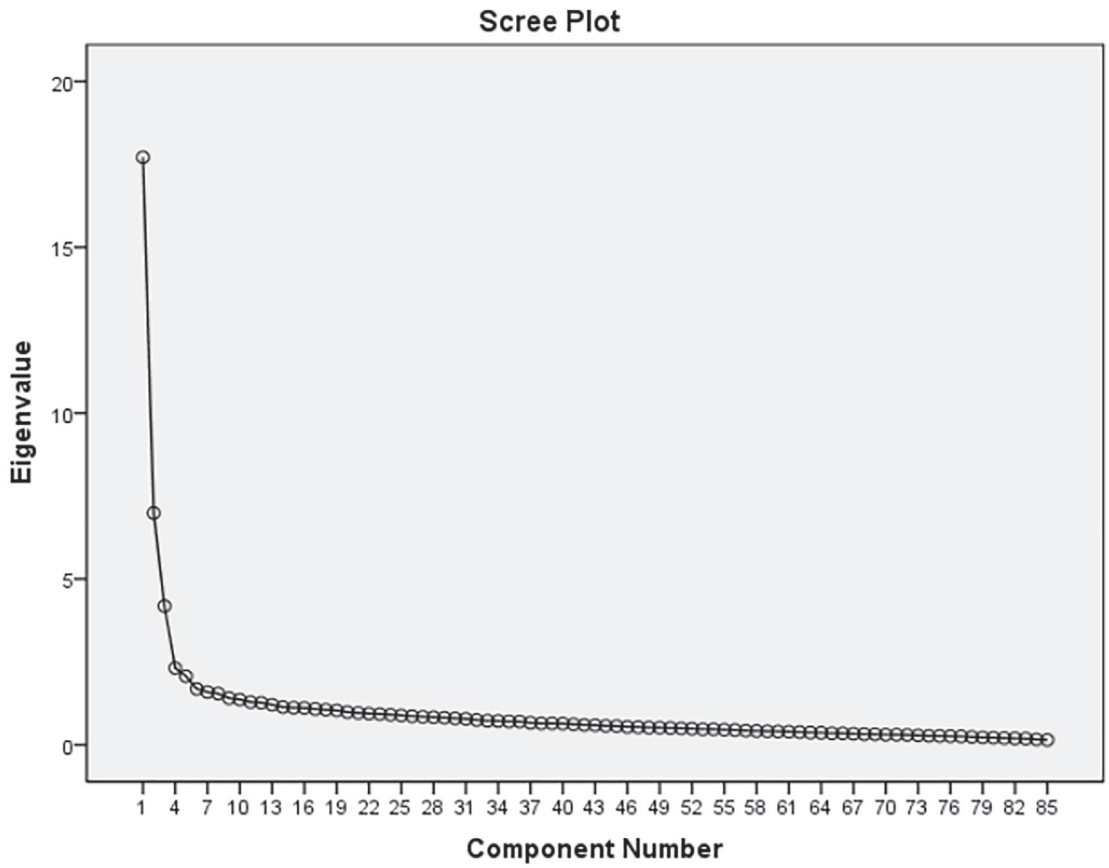


Table 9 lists the eigenvalues and percentage of variance for each factor. The total variance is 44 %, and Factor 1 accounted for 22% of it.

Table 9

Eigenvalues and Percentage of Variance

Factors	Eigenvalue	% of Variance	Cumulative Variance
1	6.871	22.108%	22.108
2	3.758	12.092%	34.200
3	1.976	6.358%	40.558
4	1.189	3.824%	44.383
Total			44.383

Table 10 presents a summary of the factor loadings by factor or component. This shows greater detail by displaying the factor loadings of the items.

Table 10

Summary of Factor Loadings by Component

Factor	No. of Items	Item Nos.	Factor Loading	
			Min	Max
1	10	1, 5, 6, 7, 9, 10, 11, 23, 27, 40	0.422 -	0.850
2	11	13, 16, 18, 20, 25, 28, 30, 32, 33, 35, 38	0.446 -	0.871
3	17	2, 4, 8, 12, 17, 19, 22, 24, 26, 29, 31, 34, 36, 37, 39, 41, 42	0.424 -	0.768
4	7	3, 14, 15, 21, 43, 44, 45	0.511 -	0.878
Total	45			

Table 10 shows that Factor 3 had the highest number of items (17) while Factor 4 had only seven items. However, Factor 4, as a group of items, had the highest factor loading, with a minimum of 0.511 and a maximum of 0.878. The four components yielded 45 items. Two of these three criteria should be achieved for inclusion: a) the factor loading should be greater than 0.40, b) the communality should be greater than 0.4, and c) the average correlation should be at least 0.3. Forty items were dropped as they failed to achieve *at least* two of the three criteria used as bases for inclusion.

Communality is the extent to which an item correlates with all other items and serves as a barometer for inclusion. Items with a communality index lower than .3 or the lowest squared multiple correlation should be candidates for exclusion (De Vellis, 1991). However, in this study, despite a low average correlation, if the items satisfied the other two requirements regarding factor loading and communality, they were included. For instance, Item 15 was retained on this scale despite having a factor loading of .878, a communality value of .652, and an average correlation of only 0.20.

Naming of Factors. The final outputs of PCA consisted of four clusters of items. The items were analyzed and revealed the need to label the subscales as follows: Factor 1: Positive Self-esteem; Factor 2: Emotional Stability; Factor 3: Evidence of Growth; and Factor 4: Resources.

Factor 1: Positive Self-Esteem. Table 11 presents the statements clustered under Factor 1.

Table 11

Resilience Subscale: Positive Self-Esteem

Item Statements
I am aware of my strengths that help me handle difficulties in life.
I adjust well to change.
I consider myself as a strong person when it comes to dealing with misfortunes in life.
I easily adapt to any situation.
I am confident about solving difficulties that come my way.
In evaluating a problem situation, I look at it from different angles.
Even when stressed, I can still think clearly.
I can control the way I feel when difficult moments happen.
I am good at finding ways to solve problems.
Even when challenges are overwhelming, I persevere up to the end.

Examining the items under Factor 1 revealed a positive perception of one's capabilities to tackle the situation. It showed the following characteristics: awareness of strengths, ability to adjust and adapt to changes, self-confidence, ability to think clearly when stressed, self-control, problem-solving, and perseverance in the face of challenges. All of these factors demonstrated self-esteem.

The tentative name given to this category of items was "Appraisal, " which was eventually changed to Positive Self-Esteem. The reason for the change was that appraisal referred to the process of being aware of one's capacity to handle a situation and assess it positively. However, these items more appropriately described self-esteem as the dimension of self-concept which involves evaluation (Hewitt, 2005). It was viewed as a

psychological state of self-evaluation on a scale ranging from positive (or self-affirming) to negative (or self-denigrating). The other items belonging to the cluster that were weeded out pertained to the appraisal of situations, while those that remained involved the appraisal of one's ability to handle the situation. For Filipinos, what seemed to be more important in resilience was their positive self-esteem, rather than the nature of challenges or adversity. No matter how hard the adversity was, as long as the individuals believed in their ability to tackle it, they could surmount the difficulties. This showed that resilient individuals were aware of their strengths—adaptable, strong, confident, and resourceful. Thus, unless individuals believed they could achieve desired goals through their actions, they would have very little incentive to persevere in the face of adversity (Ryan & Caltabiano, 2009).

Factor 2: Emotional Stability. The items on this subscale indicated emotional stability. As seen in Table 12, the items under this factor were all negatively worded and, when scored in reverse, would connote the ability to manage emotions successfully in stressful encounters.

Table 12

Resilience Subscale: Emotional Stability

Item Statements (reversely scored)
I easily get discouraged when I encounter frustrations in life.
I have difficulty finding meaning in past painful experiences.
I am easily overwhelmed by problems.
I tend to give up in the midst of my struggle.
I tend to blame God for abandoning me in times of great need.
When faced with difficult situations, I am afraid of the hardships involved.
I allowed painful experiences to ruin my personal life.
During hard times, I do not know where to turn to.
I question my ability to manage difficulties in life.
I am immobilized by feelings of depression when confronted by problems.
My faith diminished after going through a life crisis.

From a previous label of "Adaptation," which referred to the process of accepting the adverse situation and creating ways to cope constructively, the new conceptual name became "Emotional Stability." This was changed because the clustered items showed greater reference to emotional responses and recovery from negative experiences. Under the paradigm of Self-organizational Theory (Li, 2005), a complex emotional system has the ability to maintain equilibrium automatically and efficiently. This theory has two dimensions: the threshold of emotional response and emotional recovery from the methodology of self-organization (Li, 2005). Emotional recovery from negative emotions is called psychological resilience and is characterized by flexible adjustment depending on the demands of a stressful experience. Emotional stability enables a person

to develop an integrated and balanced way of perceiving life problems. When the items were closely examined, several dimensions of Emotional Stability were observed.

- Discouragement vs. Courage – "I easily get discouraged when I encounter frustrations in life."
- Meaningless vs. Meaning-making – I have difficulty finding meaning in past painful experiences."
- Emotions vs. Logic: "I am easily overwhelmed by problems."
- Giving up vs. Perseverance: "I tend to give up in the midst of my struggle."
- Blaming vs. No blaming stance: "I tend to blame God for abandoning me in times of great need."
- Fear of hardships vs. Boldness: "When faced with difficult situations, I am afraid of hardships involved."
- Pessimism vs. Optimism: "I am immobilized by feelings of depression when I am confronted by problems."
- Weakened faith vs. strong faith: "My faith diminished after going through a life crisis."

When confronted with frustration in life, resilient individuals were not easily discouraged or overwhelmed and did not give up during their struggles. They found meaning in their painful experiences and did not resort to blaming others because of their difficulties. They were not cowed by the encountered hardships and knew the available resources. They likewise did not allow difficulties to weaken their faith and maintained optimism about the situation. These findings revealed one's capacity to regulate emotions during stressful encounters (Stanton et al., 2000). Thus, this factor was labeled Emotional Stability.

Factor 3: Evidence of Growth. Banaag (1997) defined growth as becoming a better person as a result of a negative experience. Growth implies change because of adversity, and these changes can be classified accordingly (Tedeschi & Calhoun, 1996).

Table 13 shows the categories of change, according to Tedeschi and Calhoun (1996). The perceived benefits from negative experiences were divided into three broad categories: 1) changes in self-perception, 2) changes in concern for others, and 3) changes in philosophy in life.

Table 13

Resilience Subscale: Evidence of Growth

Item Statements	Categories of Change
I have become more compassionate towards people undergoing difficulties.	Change in concern for others (greater compassion towards people)
I became more understanding with people who undergo trials in life.	Change in concern for others (greater understanding of people)
After going through difficulties, I am more drawn to help people in crisis.	Change in concern for others (more inclined to help people in crisis)
After a difficult experience, I became more forgiving.	Change in relations with others (more forgiving)
Despite past difficulties in life, I am still grateful.	Change in philosophy in life (remains grateful)
I believe that every trial is meant to help people grow.	Change in philosophy in life (trial helps people grow)
Past difficulties in life made me appreciate life better.	Change in philosophy in life (greater life appreciation)
I believe that difficulties in life can change a person for the better.	Change in philosophy in life (life difficulties can change people for the better)
As a result of recovering from a painful experience, I still look forward to the future with hope.	Change in self-perception (remains hopeful)
After a difficult experience, I feel stronger.	Change in self-perception (feel stronger after a difficult experience)
Coping with past setbacks gave me more confidence to face new challenges.	Change in self-perception (more confidence after past setbacks
Coping with difficulties in life made me a mature person.	Change in self-perception (became a mature person)
I regard problems as opportunities to better life.	Change in philosophy (perceives problems as opportunities to better life)
In difficult moments, my values guide my action.	Change in self-perception (self-righting)
After a difficult experience, I believe I know myself better.	Change in self-perception (greater self-knowledge)
I remain hopeful that this adversity will eventually pass.	Change in philosophy (remaining hopeful that adversity will pass)
After a negative experience, I am more inclined to change things in my life that need changing.	Change in self-perception (more open to change past behavior)

Changes in self-perception include the following items from Table 13: *"Coping with past setbacks gave me more confidence to face new challenges;" "After a difficult experience, I*

believe I know myself better;" "Coping with difficulties in life made me a mature person." When people were confronted with traumatic events, the need to be more understanding of people who underwent similar adversities in life awakened in them. Recognition of vulnerability could lead to more emotional expressiveness, increased sensitivity to other people, and greater efforts to improve relationships (Collins & Read, 1990).

Changes in concern for others/relationship with others include items like *"I have become more compassionate towards people undergoing difficulties;" "After going thru difficulties, I am more drawn to help people in crisis;" "I became more understanding with people who undergo trials in life."* Change in life's philosophy, meanwhile, is illustrated by the following examples: *"Despite past difficulties in life, I am still grateful;" "I believe that every trial is meant to help people grow."*

Tedeschi and Calhoun (2004) said that stress-related growth was not merely recovering from a stressor, but rather the development of a higher level of adaptive functioning present prior to its occurrence. A Yolanda typhoon survivor mentioned, *"After Yolanda, I realized that we really should give importance to the gift of life we were given. I learned to appreciate every little thing and every blessing we receive. It is also very important to be very considerate and sensitive to the needs of our environment and take the issues and concerns on climate change more seriously."*

Factor 4: Resources. The PCA yielded a fourth factor, which was not originally hypothesized. Factor 4 deals with the resources that a person accesses in times of adversity, namely spirituality and social support.

Table 14 lists the items under this factor. The items denote the internal and external resources which an individual taps in times of difficulties, such as spirituality (reliance on God) and social support (help from family and friends).

Table 14

Resilience Subscale: Resources

Item Statements
My spiritual beliefs sustain me in times of difficulties.
My faith was strengthened after going through difficulties
Whenever I have problems, I draw strength from praying.
When I experience difficulties, I place my problems in the hands of God.
I count on my family in times of need.
I can rely on people around me for support during times of difficulties.
A significant person motivated me to face life's difficulties.

Factor 4 relates to two important characteristics of Filipinos: heavy reliance on God and the tendency to enlist support from family and significant persons. For countless Fil-

ipinos, faith sustains and supports them in times of trouble (Bautista, 2001). The results of a Filipino's faith include courage, daring, optimism, inner peace, and the capacity to genuinely accept tragedy and even death. Thus, it is possible to see resilience as closely related to the religious experiences of Filipinos (Bautista, 2001).

Summary of the Scale Development. Table 15 traces the progression from the initial items in the pool to the resilience subscales, with improved labels. It should be noted that out of the 85 items in the item pool, only 45 items made it to the subscales: 10 for Positive Self-Esteem, 11 for Emotional Stability, 17 for Evidence of Growth, and 7 for Resources (Spirituality and Social Support).

Table 15

Major Steps in the RRS-FA Development Process with Corresponding Outputs

Item Writing	Principal Component Analysis	Naming of Factors	Validity and Reliability Analyses of each of the subscales
Output: 85 items based on interviews/qualitative data	Output: Four unidimensional Group of items called Factors (38 items)	Output: Conceptual names of factors	These factors became the 4 subscales of RRS-FA
Appraisal: 23 items Adaptation: 37 items Growth: 25 items	Factor 1: 10 items Factor 2: 11 items Factor 3: 17 items Factor 4: 7 items	Factor 1: Positive Self-Esteem Factor 2: Emotional Stability Factor 3: Evidence of Growth Factor 4: Resource (Spirituality & Social Support)	The results of the validity and reliability analyses of the 4 scales are presented in the next section. This answers the first two research questions: Is the RRS-FA valid? Is it reliable?

Conclusion

Based on these findings, several conclusions can be drawn. The present study developed a scale to measure resilience levels and determine the factors leading to Resilient Reintegration using the Resilient Reintegration Scale for Filipino Adolescents (RRS-FA). However, the emergence of the factors of resilience, namely, positive self-esteem, emotional stability, evidence of growth, and resources, needs to be further validated to determine whether these factors are present in all types of youth populations. Additionally, the study recommends the validation of the resilience framework posited in this study using the confirmatory factor analysis (CFA) technique to examine the underlying dimensions of the resilient reintegration process and explore possible causal explanations regarding the factors that influence it. In addition, replication of the study with a more defined target population is also suggested. This replication may involve college students with a wider age bracket and using a different population such as out-of-school youth, youth conflict with the law, and youth in war-torn areas, to help them not only to

thrive but also to go beyond their present conditions and achieve meaningful and productive goals. As test construction is a never-ending process, it is suggested to continue gathering evidence on the validity of the RRS-FA. For example, there may be existing instruments that can serve as criteria in criterion-related validity studies. Finally, realizing the profound effects of developing resilience among the youth, more proactive programs in schools/communities focusing on building and preserving the sources of protection, such as enhancing spirituality and strengthening family ties, as well as fostering protective factors such as mentoring and participation in co-curricular activities in schools can be implemented.

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